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ABSTRACT

The purpose of this study was to examine some correlates and consequences of a four-day trip to a French-speaking community by 153 grade eight English Canadian students. The major findings are that: (1) Parents of the participants in the excursion differ from those of the 183 non-participants not in terms of socioeconomic status or educational level, but in attitudes concerning the value to their children of having contact with French Canadians, learning French and becoming bilingual; (2) Parental sociocultural attitudes, attitudes toward French television exposure and toward French as a school subject are significantly related to their child's language-related attitudes and motivation, but not to the child's French proficiency; and (3) Students who have more interaction with French Canadians, as assessed by either self report or peer judgments, return from bicultural excursions with more favorable attitudes toward the community and the language, less anxiety when using the language, and more intention to speak it than non-participants. (Author/AMH)

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CROSS-CULTURAL CONTACT: CORRELATES AND CONSEQUENCES[1]

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Cross-cultural Contact:
Correlates and Consequences [1]

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Abstract

The purpose of this study was to examine some correlates and consequences of a four-day trip to a French speaking community by grade eight English Canadian students. The major findings are that: (1) Parents of the participants in the excursion differ from those of the non-participants not in terms of socioeconomic status or educational level, but in attitudes concerning the value to their children of having contact with French Canadians, learning French and becoming bilingual; (2) Parental socio-cultural attitudes, attitudes toward French television exposure and toward French as a school subject are significantly related to their child's language related attitudes and motivation, but not to the child's French proficiency; and (3) Students who have more interaction with French Canadians, as assessed by either self report or peer judgments, return from bicultural excursions with more favourable attitudes toward the community and the language, less anxiety when using the language, and more intention to speak it than non-participants.

Cross-cultural Contact:
Correlates and Consequences[1]

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Several programs have been implemented in recent years to promote cross-cultural interaction between English and French speaking Canadians. The most common examples of these, for school-age children, are exchange programs and brief excursions to the other language community. These attempts to foster inter-ethnic contact are based on the premise that such contact promotes favourable and harmonious intergroup relations. The present study is concerned with the correlates and consequences of a brief excursion to a French community by grade-eight English Canadian students. Three main questions are investigated: (1) Do the attitudes of parents of participants differ from those of non-participants; (2) Is there a relationship between students' attitudes, motivation and French proficiency, and parental attitudes; and (3) Does the trip affect participants' attitudes, and if so are these effects qualified by the amount of interaction in which they engage.

Since trips of this kind involve certain expenses and temporary separation of the students from their family, we assumed that many factors might influence parents' decisions about their children participating. Some factors, however, may be more salient than others. Because the trip involves the expenditure of a certain amount of money, the main wage earner's socio-economic status could be a factor. Parental attitudes

toward the French language, contact with French Canadians, and the French program in the school may also play a role. In a somewhat similar context, Fraser-Smith, Lambert and Taylor (1975) examined the differences between French Canadian parents who sent their child to English language schools and those who sent their child to French language schools. The main finding of their study was that the parents who sent their child to the English language school put more emphasis on the child's learning English for integrative reasons, such as making friends more easily with English Canadians. These parents were themselves more integratively motivated to learn English and to seek increased contact with English Canadians. No significant differences were found between the two groups of parents in socio-economic status, educational level, perceived quality of their life styles, and expectations concerning their children's ways of life. Although that study differs from ours in several respects such as importance of the decision, social context, and specific measuring instruments, it lends support to the hypothesis that parental attitudes would be implicated in the decision to permit children to participate in a bicultural excursion program.

Parental attitudes could also play a role in other ways. As primary socialization agents, it is believed that they tend to influence their children's ethnic attitudes (Ehrlich, 1973, chap. 5). Although this association seems reasonable, the evidence on which it is based often involves relatively high correlations between the child's attitudes and the child's perception of his/her parents' attitudes (see for example, Epstein & Komorita, 1966a, 1966b). The premise underlying such studies is that children accurately perceive their parents' attitudes. It is unlikely,

however, that all children accurately perceive their parents attitudes toward various social issues. Such a measure certainly contains an undetermined amount of error. It is, therefore, more appropriate to obtain a measure of parental attitudes by testing the parents themselves (e.g., Gardner, Taylor & Feenstra, 1970); though parent/child correlation coefficients may not be as high as when both attitudes are assessed through the children, many contaminating factors will be removed.

In the context of the present study, it is expected that parental attitudes relevant to the child's learning French and having social interaction with French Canadians will be related to their child's attitudes and motivation involved with learning French. The relationship between attitudinal/motivational variables and competence in the second language has been extensively documented (Clément, 1977; Gardner, 1977; Gardner & Lambert, 1972; Gardner & Smythe, note 1; Lambert, 1967). Students' social attitudes toward the second language community have consistently been shown to be related to their motivation to learn the second language, which, in turn, is associated with their achievement in that language. Whether or not parental attitudes relevant to their child's learning French are related to his/her proficiency in the language, however, requires more research.

Three studies suggest that there is an association between parental attitudes and children's attitudes and/or second language proficiency. Gardner (1960) found that students who professed an integrative orientation to learning French (i.e., to interact with or learn more about French Canadians) came from homes where their mothers expressed similar orientations for them, and favourable attitudes toward French Canadians.

Feenstra (1967) reported that parents with positive attitudes toward French Canadians more actively encouraged their children to learn French than did parents with less favourable attitudes. Finally, in a study conducted in the Philippines, Gardner and Santos (Note 2) found appreciable relations between parents' and children's attitudes, and between children's proficiency in English and both favourable attitudes to American and an instrumental orientation among parents (a desire for their children to learn English for utilitarian reasons). These findings reinforce the view that parental attitudes are implicated in second language acquisition.

The role of inter-ethnic contact in improving ethnic attitudes has received a considerable amount of attention (for reviews, see Amir, 1969, 1976; Ashmore, 1970; Harding, Proshansky, Kutner & Chein, 1969). Relatively few studies, however, are concerned with brief bicultural excursions involving differences between the language of the participants and that of the host community. A recent study by Clément, Gardner and Smythe (1977) examined the attitudinal consequences of a four-day trip to a French Canadian city on two groups of grade eight anglophone students studying French as a second language. These groups differed in the amount of contact with French Canadians they reported after the trip. The study also involved a control group composed of students who did not participate in the trip. Measures of attitudes and motivation were obtained from all the students two weeks before, and four weeks after, the trip. An analysis of covariance, using the pretest score as the covariate, was performed in order to assess the change following the experience. The main findings were that the students who reported more contact with French Canadians expressed more favourable attitudes after the trip than those who had less contact, and

those who did not participate in the excursion; in addition, the Low-contact students had less favourable attitudes than the non-participants after the trip. These findings were interpreted in terms of differential attitudinal change as a function of the amount of contact. It should be noted, however, that asking the students to report the amount of contact they had immediately after they were asked to fill out the attitude and motivation test battery may have influenced the measure of contact. That is, students who reported favourable attitudes toward the French language and French Canadians as well as greater motivation to learn French may also have reported more frequent social interaction with francophones, just to be consistent. One way of minimizing such possible contamination of reported contact is to request this during the trip rather than on the post-test. Alternatively, an independent measure of the child's amount of contact could be used. Hofman and Zak (1969) used a pre-test/post-test design and an independent measure of contact in a study concerned with the effects of a five-week summer camp in Israel. The measure of contact was based on reports by camp counsellors. Despite several differences between this study and that of Clément et al., the results are relatively similar. The high contact campers demonstrated a favourable change in attitudes toward Jewishness and Israel, while low contact campers showed less favourable changes in attitudes toward some aspects of Jewishness.

The purpose of the present investigation is to study further the role of parental attitudes and inter-ethnic contact in second language acquisition. In particular, three hypotheses, suggested by the review of the literature, will be tested. First, it is hypothesized that parents who permit their children to take part in a bicultural excursion will differ, from those who

do not, on attitude variables related to interaction with the other ethnic community. Second, parental attitudes will be associated with children's attitudes and possibly with children's proficiency in the second language. Third, inter-ethnic contact will influence attitudinal/motivational variables associated with learning a second language, but this influence will be mediated by the degree of contact experienced. The generalizability of findings with respect to this last hypotheses will be evaluated by contrasting self-report and peer estimates of contact.

Method

Subjects

Subjects for this investigation were ~~350~~ 336 grade eight students attending 6 schools in London, Ontario and their parents. The students, all enrolled in French, comprised two groups divided on the basis of whether or not they took part in a trip to Quebec City planned later in the year. The Control group consisted of 183 students who did not take part in the trip while the Experimental group consisted of ~~167~~ 153 students who did. Members of the experimental group paid for their own trip, and spent four days in Quebec City. While there, they stayed in a hotel, with three or four students sharing a room. Their activities, which involved tours of the city, were carefully planned by the organizers of the trip. For these activities, the students were divided into groups of eight to twelve, and were supervised by an adult who often was a French teacher working for the London Public School system. They had approximately two hours of free time each day.

Materials

Four basic types of measures were collected for the present study. These include indices of parental attitudes, student attitudes and motivation, student French proficiency, and for students who visited Quebec City, frequency of French language use during the trip. The measures of students' attitudes and motivation were obtained twice, once before the excursion and once after. The following description of the measures includes estimates of the coefficient alpha reliability for those measures developed specifically for this study.

Parental Attitudes

1. Socio-cultural attitudes. This six item scale (maximum score = 30) provides information about the respondents' feelings that every Canadian should be able to speak both official languages and that their children should have greater contact with French Canadian people (reliability = .85).
2. Attitudes toward compulsory French instruction. This three item scale (maximum score = 11) assesses the parents' attitudes toward French being compulsory in grade 7 and 8, in secondary school and for university entrance (reliability = .68).
3. Attitudes toward French television exposure. This three item scale (maximum score = 15) reflects the respondents' perceptions of the importance of having a French television channel in London, and their intention to watch it, and encourage their children to watch it (reliability = .89).

4. Attitudes toward French as a school subject. This four item scale (maximum score = 20) reflects the respondents' perceptions of the emphasis French should receive as an academic subject (reliability = .80).

5. Expectations from French instruction. This four item scale (maximum score = 20) provides information about parental expectations concerning children's abilities to speak, read, understand, and write French upon completion of the secondary school French program (reliability = .94).

6. Attitudes toward expansion of the French program. This five item scale (maximum score = 25) assesses the parents' attitudes toward the extension of the French program over both more grades and more hours of class time (reliability = .85).

7. Attitudes toward academic subjects. This five item scale (maximum score = 25) assesses the parents' perceptions of the importance of various academic subjects other than French, namely, mathematics, language arts, social sciences, geography, and science (reliability = .84).

8. Self-rating of French skills. This four item scale (maximum score = 20) reflects the respondents' perceptions of their abilities to speak, read, understand, and write French (reliability = .94).

9. Education. Respondents were asked to indicate the highest level of education of the major wage earner, in terms of the following categories, elementary school, secondary school, community college, or university post graduate training.

10. Socio-economic status. An index of the socio-economic status of the family was derived from the main wage earner's occupation using the Blishen (1967) index.

Student Attitudes and Motivation

Thirteen measures of student attitudes and motivation were obtained. The first ten listed below have previously been described by Clément et al. (1977). They are:

11. Ethnocentrism
12. Attitudes toward French Canadians
13. Interest in foreign languages
14. Degree of instrumentality
15. Degree of integrativeness
16. Parental encouragement
17. Attitudes toward learning French
18. Motivational intensity
19. Desire to learn French
20. French class anxiety

The following three measures were developed especially for this study. They are:

21. French use anxiety. This scale consists of six items (maximum score = 42), three positively keyed and three negatively keyed, providing an index of anticipated discomfort associated with the use of French in various informal settings (reliability = .66).
22. Behavioural intention to speak French. This single item (maximum score = 7) reflects a student's intention to speak French with French Canadians if he visited a French Canadian city (i.e., no city was named). The item was worded so that both participants and non-participants could respond.

23. Behavioural intention to interact with French Canadians. This single item (maximum score = 7) provides an index of the students' intention to speak with French Canadians, either in English or French, if he were to visit a French Canadian city (i.e., no name was mentioned).

Student French Proficiency

Three measures of French proficiency were derived from a test battery developed by Burstall (1974). They were:

24. Aural comprehension. Twenty-five questions were presented by means of a tape recording. For each question, students selected one of the four pictures presented in their test booklets to indicate their answer. A high score (maximum = 25) indicates a relatively good understanding of spoken French (reliability = .58).
25. Reading skill. Four short stories were presented in the booklet and students were required to answer a total of 10 multiple-choice questions regarding the stories. A high score (maximum = 10) indicates a relatively good understanding of written French (reliability = .56).
26. Writing skill. For each of the eight items of this subtest, two pictures were presented. A complete sentence describing one picture was presented below it. The other picture differed slightly from the first one, and students were asked to write a short sentence which described it. Each sentence was rated according to a standard procedure developed by Burstall (1974). A high score (maximum = 14) indicates that the student was able to construct sentences, borrowing on material presented in the first sentence, which was structurally correct and descriptive of the picture presented (reliability = .67).

Inter-ethnic Contact

27. Self-report of use of French. This measure consists of four seven-point scales assessing the frequency of respondents' use of French in their daily interaction with French Canadians during the trip. This measure was collected over the four days of the trip by means of a personal booklet in which each student could record his/her daily experiences and impressions of Quebec City.

28. Peer-rating of use of French. This measure consists of a seven-point scale presented in a questionnaire administered after the excursion (see below). The respondent was required to write the name of each of his roommates during the trip and then to rate each one on how often they spoke French in their daily interaction with French Canadians.

Procedure

Six weeks before the trip, the French proficiency test was administered to all students in the classrooms, followed one week later by the Attitude and Motivation battery (pre-test). During this latter testing students were given the Parental Attitude questionnaire to take home. The questionnaire was accompanied by a letter from the Director of the London Board of Education explaining the purpose of the survey and requesting the parents' cooperation. The return rate for parents of the control group and parents of the experimental groups was 63% and 60%, respectively.

During the trip to Quebec City, the participants were asked, and reminded by the monitors, to record their daily experiences in a diary. This diary consisted of a small booklet comprising a few questions repeated over the four days of the trip, including item 27. The monitors were

to collect the booklets before the participants' departure from Quebec City. Seven to ten days, after their return, both the experimental group and the control group were administered the Attitude and Motivation battery (scales 11 to 23) in the classrooms (post-test); students who participated in the excursion answered scale 28.

Results and Discussion

The results will be presented in three parts. The first part is concerned with the differences between the parents of the experimental group and the parents of the control group. The second part is devoted to the relationships between the parental variables and the student variables. Finally, the third section deals with the changes in attitudes and motivation following the trip to Quebec City.

Differences in Parental Attitudes

The parents of students in the experimental group were compared with those of the control group by means of t tests on the 10 measures obtained. The results, presented in Table 1, indicate that the two groups of parents differ significantly on four variables, Socio-cultural attitudes, Attitudes toward compulsory French instruction, Attitudes toward French television exposure, and Attitudes toward French as a school subject. Parents of the experimental group generally express more favourable attitudes toward French Canadians, the French language, bilingualism, and French television exposure. They do not differ significantly from those of the control group in their expectations about the French program, their self-rating of French skills, the reported level of education of the major wage earner, or the socio-economic status of the family.

Insert Table 1 About Here

This pattern of results is comparable to that obtained by Fraser-Smith et al. (1975) with French parents who sent their children to English schools. Those parents also did not differ from a Control group in terms of educational level and socio-economic status, though they did express more positive attitudes toward contact with English Canadians and with learning the second language. The study by Fraser-Smith et al. (1975) differs in a number of respects from the present one. In particular, the decision to send one's child to another language-school presumably has more long range implications than sending the child on a four-day excursion to Quebec City. Nonetheless, the factors influencing such decisions are highly similar. In both cases, financial considerations seem much less important than attitudinal variables which deal directly with the other language or the other community.

Although it might be argued that these attitudinal differences simply reflect post-decisional rationalization (Bem, 1972), two considerations argue against this interpretation. First, the parental data were gathered before final decisions about participating in the trip were made, even though parents were aware of the upcoming excursion. Second, the parental data were obtained at the same time, and using the same questionnaire, as a well advertised survey of parental attitudes toward the French program was being conducted. Nothing in the questionnaire referred specifically to the excursion program, thus direct association between the parental data and the impending trip was avoided. Nonetheless, it is a possibility that

the participants' parents expressed attitudes consistent with decisions already made about the trip. Although it is difficult to discard alternative explanations, these data should be regarded as a first step into exploring the dynamics of parental decision-making in the context of bicultural excursion programmes.

Relationships between Parental and Children Variables

In order to examine the relationships between parental and children variables, Pearson product-moment correlations were computed between these two classes of variables (see Table 2). Although the correlations are generally low, the pattern of significant correlations is particularly

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Insert Table 2 About Here

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instructive. Three of the parental attitude scales, Socio-cultural attitudes, Attitudes toward French television exposure, and Attitudes toward French as a school subject, are consistently related to a number of children's attitudinal and motivational variables. These three parental attitude measures are each significantly related to the child's Attitudes toward French Canadians, Interest in Foreign Languages, Degree of integrativeness, Parental encouragement, Attitudes toward Learning French, and Desire to learn French. Two of these parental attitude scales, Socio-cultural attitudes and Attitudes toward French as a school subject, are significantly correlated with four additional variables, Degree of Instrumentality, Motivational Intensity, Behavioural Intention to Speak French and Aural comprehension. It is worth noting that in general the other seven parental variables do not correlate substantially with the children variables.

These results demonstrate an association between parental attitudes toward the French speaking community, the desirability of having French television in the community, and the importance of French as a school subject and children's attitudes and motivation to learn French. The correlations obtained, though of low magnitude, indicate that such attitudes are implicated in children's attitudes. Some parental attitudes, however, are not appreciably related to children's attitudinal/motivational characteristics. In general, parental attitudes toward the desirability of compulsory French, the potential levels of achievement which might be expected on completion of the existing program, the advisability of expanding existing programs, or attitudes toward the importance of other academic subjects are unrelated to children's attitudes. Furthermore, the education level of the major wage earner, and the socio-economic status of the family are also generally unrelated to children's attitudes. These negative findings, in conjunction with the more substantial relations reported above suggest that there is not a general relation between parental and children's attitudes, but rather that a more specific and culturally relevant set of attitude relationships exists. Where parental attitudes reflect specifically on relations between the two language communities, they are implicated in children's attitudinal/motivational characteristics as they relate to second language acquisition.

One methodological consideration relevant to the above results must be mentioned. The attitudes assessed on the parents were different from those assessed on the children, and such a factor could lower the correlations between measures obtained from the two groups. Nonetheless, the relationships obtained demonstrate meaningful associations between parental and children's attitudes.

The Pearson product-moment correlations between children's attitudes and achievement on the three French proficiency subtests are also reported in Table 2. It can readily be seen that almost all measures of attitudes are significantly correlated with the scores obtained on the three subtests. The magnitude of the correlations between attitudes and aural comprehension is very similar to that reported by Gardner, Smythe, Clément and Gliksman (1976). Our study presents additional information about reading and writing skills. It is interesting to note that the only variable that is not significantly associated with all three subtests is French Use Anxiety. This measure is significantly correlated with aural comprehension but it is not significantly correlated with reading and writing skills. Because second language communication in an informal context usually involves receptive and productive oral competence, it is not surprising that anticipated anxiety about using French in such a context be more closely associated with aural comprehension than with skills relevant to written material. French Class Anxiety, however, is significantly correlated with all three measures of proficiency.

Although children's attitudinal/motivational characteristics are related to indices of French achievement, measures obtained from the parents are generally not related. Such results suggest that whereas parental attitudes are related to children's attitudes, and children's attitudes are related to achievement, parental attitudes tend not to be related to the level of achievement in French obtained by their children.

Patterns of Change Following the Trip

In order to examine attitudinal and motivational changes following the trip to Quebec City, the experimental group was divided into two

groups on the basis of the frequency of use of French during the trip, as measured by self-reports and peer ratings. For each index, this division was achieved by a median split on the measure of French use. The students who made infrequent use of French are referred to as the Low Contact group (N=48) and those who made frequent use of French as the High Contact group (N=49). This section compares the patterns of attitudinal and motivational change when the measure of French use consists of a self-report with those obtained when the measure of French use was a mean peer rating.

The results of two analyses on the 13 student attitudinal and motivational variables, using the self-report measure of French use to form the Contact groups are reported in Table 3. The first analysis consists of an analysis of variance on the pre-test scores and Scheffe tests computed on the means. In this analysis, significant effects were obtained for 11 of the 13 variables. A posteriori tests indicated that, in each case, the control group differed significantly from the High Contact group. The High Contact group evidenced more favourable attitudes toward French Canadians, more interest in foreign languages, a higher degree of both instrumentality and integrativeness, more parental encouragement, more favourable attitudes toward learning French, higher motivational intensity, a greater desire to learn French, less French class anxiety and French use anxiety, and a greater behavioural intention of speaking French. In addition, the High Contact group reported less French class anxiety and French use anxiety than the Low Contact group. Finally, in comparison with Low Contact students, the Control group was initially lower on degree of integrativeness and desire to learn French. These initial differences are very similar to those reported by Clément et al. (1977), and demonstrate important differences among participants of bicultural excursion programs even before such programs begin.

The purpose of the second analysis was to statistically control for these initial differences and examine the differences among the groups following the trip. Thus, an analysis of covariance was performed, using the pre-test score for each variable as the covariate as recommended by Huck and McLean (1975). As shown in Table 3, significant effects were obtained for eight of the 13 variables. A posteriori tests of differences between means were also computed, and indicated that for these eight variables, High Contact students differed significantly from the Control group. After the trip, in comparison with the Control group, the High Contact group expressed more favourable attitudes toward French Canadians and learning French, a greater desire to learn French, a greater intention to speak French and interact with French Canadians, a higher degree of integrativeness, less French use anxiety, and more parental encouragement to learn French. Furthermore, in contrast to the Low Contact group, the High Contact group demonstrated a higher level of integrativeness, more parental encouragement to learn French, and a greater intention to speak French.

These results are very similar to those obtained by Clément et al. (1977) for a comparable excursion even though there was one important procedural difference in the two studies. Clément et al. (1977) obtained their index of contact during the post test (i.e., at the same time the attitude measures were obtained), and it could be argued that Ss' estimates of their interaction with French Canadians were in fact mediated by their attitudes which they had just expressed on the questionnaire. In the present study, contact was assessed from self reports made in diaries during the trip itself. As a consequence, it is reasonable to assume that

they would be more valid and less obviously confounded by attitudinal reactions than those obtained by Clément et al. (1977). The very comparable results obtained in the two studies, however, indicate that such procedural differences are of minimal importance. Where contact is determined by self report the generalization seems warranted that bicultural excursion programs will positively influence attitudes of those students who actively seek out contact with members of the other language community. Furthermore, the attitudes primarily affected will be those which focus on the other language community and the use of the language. Other attitudes such as ethnocentrism, interest in foreign languages, instrumentality, motivational intensity, or French class anxiety are not influenced by the excursion, even though for many of these measures there are initial differences between the High Contact and Control groups.

Close examination of the means obtained in the analysis of covariance will demonstrate that after adjusting for initial differences, the Low Contact subjects do not differ significantly on any measure from the Control subjects. This would suggest that merely taking part in the excursion, without actively seeking contact with members of the other community, has little pronounced effect. The actual interaction with members of the other community seems more important than simply visiting the community.

The preceding analyses, though supporting the results of Clément et al. (1977), are nonetheless subject to the criticism that since contact was defined by self-report, it is possible that this index itself reflects attitude differences. Because of this, the same two analyses were conducted again using the mean peer rating as the basis for assigning students to the Low_{A} ($N=80$) and $High_{n}$ ($N=73$) Contact groups. The results of these analyses are reported

in Table 4. The analyses of variance of the pre-test scores indicate significant effects for nine of the 13 variables. Scheffe tests show that

Insert Table 4 About Here

in contrast to both the Low and High Contact groups, the Control group is significantly lower on Desire to learn French, Motivational intensity, Degree of integrativeness, Attitudes toward French Canadians, Attitudes toward Learning French, and perceived Parental encouragement. The High Contact group differs significantly from the Control group in terms of Degree of Instrumentality and Behavioural Intention to speak French. These results are clear in demonstrating that when contact is defined by peer ratings, the distinction between Low and High Contact groups in terms of initial attitudes is restricted primarily to the two measures which stress utilitarian attitudes or actual intended use. On all other attitude measures, the important distinction appears to be simply whether or not students went on the trip.

With the analysis of covariance, using the mean peer rating as the classification criterion, significant effects were obtained for six variables. A posteriori tests show that, after the trip, both the Low and High Contact groups score significantly higher than the Control group on Desire to learn French, Behavioural intention to speak French, and Behavioural intention to interact with French Canadians. The High Contact group expresses more favourable attitudes toward French Canadians than the two other groups. Moreover, they report more favourable attitudes toward learning French and less French use anxiety than the Control group.

These results are similar to the results of the analysis of covariance reported in Table 3 in so far as the High Contact group, whether defined by the self-report or the mean peer rating, generally benefit more from the trip than the Control group. They suggest, furthermore, that the Low Contact students also change as a result of the trip. Their mean scores are consistently intermediate between the High Contact and the Control groups, though it is only on the measure of Attitudes toward French Canadians that the High Contact group differs significantly from the Low Contact group. Furthermore, the two analyses of covariance reflect no significant effect of the trip on Ethnocentrism, Interest in foreign languages, Degree of instrumentality, Motivational intensity, and French class anxiety. The significant effects are obtained primarily on those variables which are especially relevant to social interaction with members of the French community.

Although one might be tempted to perceive one measure of French use frequency as being more accurate than the other, it must be realized that they are actually measuring a different aspect of the language behaviour. Jones and Nisbett (1972) have pointed out that the actor and the observer of a behaviour do not process exactly the same type of information about the actor's performance. In the context of the present study, the type of information on which the self-report is based may be qualitatively different from that on which the peer-judgments are based. It is likely that a student will report more interaction with French Canadians simply because the interaction was more personal. It is reasonable to assume that the self-report reflects what the students perceived as meaningful interaction and their evaluation of that interaction. Whether they felt

skilled or comfortable in using French in an informal setting may affect their judgment. It is also possible that the participants who had more positive attitudes prior to the trip were more likely to ascribe a favourable meaning to the interaction they had with French Canadians. The peer rating is more likely to be based on the observer's perception of the frequency of the actor's use of French. The observer is thus likely to emphasize the quantitative aspect of language behaviour and to miss the qualitative component of the social interaction. Of course, the peer judgments may, to some extent, reflect some attitudes expressed by the actor during the trip.

The major findings of this investigation may be summarized in three points. First, parents of the participants in the bicultural excursion differ from those of the non-participants not on socio-economic status or educational level, but on attitudes relevant to contact with French Canadians, learning French and becoming bilingual. Although much more research is needed to examine the dynamics of parental decision-making in greater detail, the present results suggest that ethnic and language attitudes play a crucial role in such a decision making process. Second, parental socio-cultural attitudes, attitudes toward French television exposure and toward French as a school subject are significantly related to child attitudinal and motivational characteristics. Furthermore, although children's attitudes and motivation are consistently associated with the scores obtained on the three proficiency subtests, parental attitudes are generally not related to their child's French proficiency. These results suggest that the role of parents in the child's second language learning may be indirect. That is, the parents may, to some

extent, shape their child's ethnic and language attitudes which in turn affect his/her performance in the language to be learned. They do not, however, appear to influence directly the child's level of proficiency. Third, whether the frequency of inter-ethnic contact is defined in terms of self-reports or by external observers, the high contact students consistently exhibit more favourable attitudes and less anxiety than the non-participants after the excursion, when initial differences are statistically controlled. The estimated effects of the trip on Low Contact students vary as a function of the type of contact measure used. When the participants were divided on the basis of their own perception of contact, Low Contact students were very similar to the non-participants. When they were divided on the basis of peer-ratings, Low Contact students were more similar to high contact students on Behavioural intention measures, and desire to learn French but were not significantly different from the Control group on the other variables. These results strongly suggest that the mere fact of participating in a bicultural excursion does not necessarily promote more favourable attitudes toward the host community and the host language. Active interaction with members of that community appears to be an important factor in the development of positive attitudes and reduced anxiety about using the second language outside the classroom.

Notes

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Footnote

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Table 1

Comparisons of Parents of the Students in the Experimental and Control Groups

Variables	Means		
	Experimental	Control	t
1. Socio cultural attitudes	22.59	19.39	4.30**
2. Attitudes toward compulsory French instruction	7.08	6.03	3.09**
3. Attitudes toward French T.V. exposure	8.07	6.89	2.56**
4. Attitudes toward French as a school subject	14.33	13.35	2.09*
5. Expectations from French instruction	15.56	15.03	1.10
6. Attitudes toward expansion on the existing French program	16.20	15.63	.83
7. Attitudes toward academic subjects	7.97	7.85	.89
8. Self-ratings of French skills	7.89	7.55	.71
9. Education	2.56	2.76	-1.54
10. Socio-economic status	56.48	55.42	.47

** $p < .01$

* $p < .05$

Table 2

Correlations between Measures Obtained from the Children and Those Obtained from the Parents

Children Variables	Parental Variables (names given below) 1	2	3	4	5	6	7	8	9	10	Aural Comprehension	Reading Skill	Writing Skill
Ethnocentrism	-.12	.01	-.13	-.12	-.16*	-.02	-.17*	-.15*	-.06	-.15*	-.14**	-.13*	-.16**
Attitude toward French Canadians	.24**	.11	.18**	.27**	.06	.06	.13	.14*	.12	.12	.29**	.30**	.32**
Interest in Foreign Languages	.30**	.13	.21**	.29**	.06	.16*	.13	.12	.14*	.08	.23**	.27**	.30**
Degree of Instrumentality	.22*	.12	.13	.25**	-.01	.08	.08	.13	.10	.00	.13*	.12*	.18**
Degree of Integrativeness	.25**	.12	.19**	.23**	.00	.06	.11	.09	.15*	.13	.28**	.27**	.33**
Parental Encouragement	.32**	.29**	.25**	.37**	.14*	.18*	.09	.31**	.12	.14*	.24**	.18**	.24**
Attitude toward Learning French	.21**	.10	.15*	.27**	.04	.06	.07	.06	.04	.06	.33**	.35**	.42**
Motivational Intensity	.18*	.06	.10	.22**	.09	.02	.08	.07	.08	.08	.31**	.36**	.43**
Desire to Learn French	.17*	.10	.14*	.25**	.11	.05	.07	.08	.05	.11	.30**	.33**	.42**
French Class Anxiety	-.07	-.15*	-.06	-.13	-.06	.06	.03	-.14*	-.06	-.08	-.36**	-.15**	-.28**
French Use Anxiety	-.07	-.12	-.08	-.07	.09	-.02	.09	-.02	.03	-.04	-.19**	-.06	-.10
Behavioural Intention to Speak	.20**	.08	.07	.23**	.08	.12	.04	.03	.00	.07	.22**	.24**	.24**
Behavioural Intention to Interact	.04	-.06	-.03	.05	-.08	.02	.09	-.08	-.04	.00	.12*	.19**	.22**
Aural Comprehension	.16*	.13	.11	.17*	.07	.07	.00	.21**	.12	.17*		.48**	.43**
Reading Skill	.03	-.02	-.02	.09	.12	.01	-.02	.03	-.01	.15*	.48**		.53**
Writing Skill	.12	.06	.05	.18*	.13	-.02	.02	-.01	-.06	.07	.43**	.53**	

** $p < .01$

* $p < .05$

1. Socio cultural attitudes
2. Attitudes toward compulsory French instruction
3. Attitudes toward French T.V. exposure
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5. Expectations from French instruction
6. Attitudes toward expansion on the existing French program
7. Attitudes toward academic subjects
8. Self-ratings of French skills
9. Education
10. Socio-economic status

Table 3

Analysis of Variance and Covariance Tables using Self-report as Classification Criterion Means, F-ratios and Significant A Posteriori Tests Associated with Pre-test and Post-test Scores

Variables	Analysis of Variance on Pre-test Scores: Means Control	Low	High	F-ratio	Significant A Posteriori Tests[2]	Analysis of Covariance on Post-test Scores: Adjusted Means Control	Low	High	F-ratio	Significant A Posteriori Tests
Ethnocentrism	32.72	32.93	30.07	1.78		32.29	34.26	31.70	2.38	
Attitude toward French Canadians	45.16	48.14	50.19	4.63**	2**	44.50	45.19	48.57	5.04***	2***
Interest in Foreign Languages	48.93	49.37	54.30	3.61**	2**	47.39	46.87	50.38	2.68	
Degree of Instrumentality	18.62	20.00	20.54	3.36**	2*	17.97	17.92	18.30	0.15	
Degree of Integrativeness	19.44	21.19	22.44	7.64***	1* 2***	18.84	18.44	20.52	3.91**	2** 3**
Parental Encouragement	42.67	47.16	48.65	4.36**	2**	42.54	41.73	46.99	5.14***	2** 3**
Attitudes toward Learning French	40.75	46.42	51.44	7.98***	2***	40.59	40.92	44.17	3.10**	2**
Motivational Intensity	20.05	21.47	23.47	9.78***	2***	19.85	19.75	20.89	2.10	
Desire to Learn French	19.02	20.79	21.91	8.34***	1* 2***	18.90	19.59	20.66	5.60***	2***
French Class Anxiety	20.22	20.37	17.07	3.56**	2** 3*	18.75	19.26	19.49	0.49	
French Use Anxiety	28.14	29.00	25.49	3.36**	2***3*	26.58	25.36	24.55	3.38**	2*
Behavioural Intention to Speak	4.57	4.79	5.40	3.66**	2***	4.50	4.91	5.61	11.37***	2***3*
Behavioural Intention to Interact	4.65	4.97	5.21	2.04		4.43	4.90	5.44	8.26***	2***

*** $p < .01$

** $p < .05$

* $p < .10$

[2] 1. Control vs. Low
2. Control vs. High
3. Low vs. High

Table 4

Analysis of Variance and Covariance Tables using Peer Ratings as Classification Criterion

Means, F-ratios and Significant A Posteriori Tests Associated with Pre-test and Post-test Scores

	Analysis of Variance on Pre-test Scores					Analysis of Covariance on Post-test Scores				
Variables	Means Control	Low	High	F-ratio	Significant A Posteriori Tests[2]	Adjusted means Control	Low	High	F-ratio	Significant A Posteriori Tests
Ethnocentrism	32.72	30.70	31.61	1.40		32.10	32.36	32.65	0.19	
Attitude toward French Canadians	45.16	49.12	49.45	5.73***	1** 2**	44.77	46.54	50.35	10.78***	2***3**
Interest in Foreign Languages	48.93	51.52	51.36	1.76		47.49	48.43	50.50	2.99	
Degree of Instrumentality	18.62	19.64	20.45	3.78**	2**	18.01	18.57	18.29	0.55	
Degree of Integrativeness	19.44	21.59	21.87	8.52***	1***2***	18.97	19.22	20.08	1.70	
Parental Encouragement	42.97	47.21	47.53	4.44**	1* 2*	42.77	42.76	45.76	2.87	
Attitudes toward Learning French	40.75	47.17	49.89	8.73***	1***2***	41.13	42.20	44.55	3.47**	2**
Motivational Intensity	20.05	21.84	22.83	9.71***	1** 2***	19.98	20.32	20.98	2.33	
Desire to Learn French	19.02	20.93	21.55	9.56***	1** 2***	19.03	20.27	20.46	6.73***	1** 2***
French Class Anxiety	20.22	19.96	17.81	2.64		18.69	18.54	18.83	0.06	
French Use Anxiety	28.14	27.86	27.13	0.54		26.60	24.99	24.48	5.47***	2**
Behavioural Intention to Speak	4.57	5.01	5.23	3.76**	2**	4.51	5.23	5.68	17.26***	1***2***
Behavioural Intention to Interact	4.65	5.13	5.14	3.02**		4.45	5.04	5.42	11.22***	1** 2**

*** $p < .01$

** $p < .05$

* $p < .10$

[2] 1. Control vs. Low

2. Control vs. High

3. Low vs. High